patterns: two-person families, one-parent families, families with large numbers of children, families of more than one generation, and newly married families. These groups should be able to share experiences and gain much insight into family relations.[7]

The educative process with its goal of imparting knowledge through a variety of methods and from a wide number of disciplines that may have a positive impact on the physical, emotional, social, and economic life of the family has been attuned to the special needs of the socio-economic group involved in ABE.

Parent-Child Relationships

Ideally, the family provides for the physical and emotional well-being of children and raises them to levels of understanding, expectation and aspiration which supports the school's efforts to promote intellectual growth. Rarely does the culturally deprived parent fulfill this ideal. The importance of parent education cannot be overstressed. Recent national figures suggest that the breadwinners' education is an even stronger factor than family income in predicting which children will drop out of school. Better educated and more self-confident parents can better stimulate the intellectual development of their children.

The ABE program is challenged in the reality of parent-child education. In tests made on children in low income groups, both achievement and intellectual variables correlated positively with socio-economic level. If it were possible to enroll the poorly educated, low-income parents in ABE so that, if the parent were a man he could obtain a better job, or if it were a woman she could become a knowledgeable mother, the ignorance-poverty cycle might be broken. Skills in food preparation and the knowledge that the unborn child is affected by food deficiencies and is increasingly affected by them after birth, would surely lead to healthier progeny.

Poorly-educated, low-income people do not know that their culturally deprived children are going to have a large deficit in their perceptual ability. Crayons, chalk, pencils, and little games at an early age could, in many cases, prevent this. If the mothers could be enrolled in ABE they could be taught the necessity of enrolling their pre-school children in Head Start. This program is being broadened to a twelve month term. Evaluation has shown that positive behavioral changes take place among children in this program who now have a much better chance to succeed.

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[7] Adult Basic Education for Personal and Family Development, op. cit., p. 87.

Dr. Wallace Kennedy recommends (as a long-range solution to the problem of intellectual deficiency) the following: A Federally financed, large-scale, all day nursery school program which takes care of the children during the time that the parents are working from 8:00 to 5:00, which affords them a reasonably balanced diet for at least two meals a day, and which gives them the kind of intellectual stimulation which is the birthright of middle-class children. Day care centers modeled on this plan are now in operation in numerous places.

A new sense of identification with the general American culture would foster in many disadvantaged parents a more mature sense of responsibility for the well being of their children and the society.

Consumer Buying

Many of the problems confronted by low-income families are related to earning and spending. Since their problem hinges around information and understanding, "they are often the target of deceptive schemes and exploitive practices."[8] Too little has been done among low-income consumers who must have education on the prudent use of their smaller resources. Until recently, very few consumer education materials and techniques have been adapted to meet the needs of the economically disadvantaged. Often they are victims of their own lack of foresight and judgement. This is primarily caused by their lack of knowledge in financial management.

Not only do "the poor pay more" but available evidence indicates that low income shoppers do not try to get the better quality for the lowest prices. They do not shop around for the best price or deliberate over the purchases as much as people with higher incomes. They are less apt to buy used articles, "separate items," or pay cash for their purchases. The low level of education goes a long way in explaining why the poor are not more deliberate, searching, price-conscious, and informed about buying. ABE has both a challenging opportunity and critical responsibility to use all resources in enabling students to help themselves and their families protect their income, become wiser consumers, and participate in the economic life of the community in a responsible way.

Listed below are some suggested techniques the ABE student might employ as he becomes better informed in consumer knowledge and buying:

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[8] Ibid., p. 35.

1. A shopping list should always be prepared in advance and followed when buying. (This helps to avoid impulsive shopping, which often ruins a grocery bill and causes the price of groceries to exceed expectations.)

2. The ABE student should always compare prices, not only on the same type of item, but also in the same store. (This does not, however, assure the customer that he will always get the best quality for his money but will help him to make decisions. For instance, one can of tomatoes costing much less may have twice as much water as another brand, weighing the same amount. The purpose for which the tomatoes are to be used would determine the better buy.)

   An exception to this might be on a child's swim suit in which the medium-priced suit would be more valuable since the child would normally get only one season's wear from a suit.

3. The ABE student-consumer should take full advantage of sales and seasonal purchases. (Such items as vegetables, clothing, fruit and toys may be purchased at a considerable savings at the appropriate time of the year.)

4. It is important to learn to use the credit dollar wisely. (A large percentage of people in low income groups use credit extensively.) Use of credit and credit buying should be well planned. The items to be bought should be carefully selected. The exact cost of the credit (credit charges) should be known before using it. And, third, use only the amount of credit that can easily be repayed. The ABE consumer-purchaser should shop as carefully for credit as he does for the items he will purchase. One important note: credit should be protected by paying bills promptly.

Businesses rely greatly on the media of advertisement to create a "want" for their products. All people need to be encouraged to carefully evaluate radio, television, newspaper, and other types of advertising. They need to watch for exaggerated claims, clauses in small print, and deceiving price quotes, if given in the rate per month. In many ABE classes, the circulars and pamphlets compiled by the Office of Consumer Services in the State Departments of Agriculture and Commerce are very effective instructional material. They point up, in specific areas, where the consumer should be especially cautious.

ABE can make a significant contribution in helping adults obtain information and experience that will enable them to improve the quality of living for themselves and their children.

CONCLUSION

The study group in evaluating the work of ABE has concluded by its research of authorities and through personal experiences that teaching under-educated adults is a challenging and rewarding assignment for both teacher and student. It concurs with the statement, ". . . ABE helps students as family members to recognize their strengths, see their competencies, and encourages them to use what they learn through their educational experience in strengthening their families and improving the quality of their lives."[9]

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[9] Ibid., p. 87.

ADULT BASIC EDUCATION FOR THE COMMUNITY WITH EMPHASIS ON PUBLIC RELATIONS

Group IV

The illiterate man could survive in the 1870's by the use of muscle power, but he will be unable to support himself in the 1970's where the prime requirement for survival will be brain power. As the demand for well educated, skilled manpower rapidly increases, job opportunities for the undereducated adult decline. There are too many educationally handicapped individuals who are prevented from functioning to their highest potential in a world to which they want to belong. Therefore, this is a tremendous challenge and responsibility that should concern everyone to the extent of making Adult Basic Education classes available to all undereducated adults.

The primary aim of ABE should be to bring about desirable changes in the behavioral patterns of undereducated adults. These changes include increased knowledge and understanding, new attitudes and values, and the acquisition of skills. All are essential if the undereducated adult is to relate himself effectively to the contemporary world.

The most successful ABE program is developed through a "Community Action Program" which takes into consideration all the forces in the community, and all the aspects of community endeavor. These forces include community power structures. Being what they are, community power structure members tend to disdain education; and thus, it becomes a matter of <u>local level</u> education. Working carefully with people, working deliberately with your acquaintances and your friends among these power structure people, you get the job done. We must work together. We must mesh all our efforts together and not attempt to build empires, nor secure funds for fund's sake, but establish a continuing cooperative relationship between all levels of government and non-government forces. To obtain continuing relationships, we must develop a public relations program that will reach the members in the community family.

The place to begin an ABE program is at the attainment level of the individual adult by ascertaining his basic skills, interests, and needs. As rapport and success are established, he should be led to broader vistas of subject matter content and understanding. The beginning attainment level content is the highest motivation area for the adult student; beginning level content should <u>not</u> be that which belongs to the teacher. This philosophy tends to lead away from stereotyped and fixed systems of learning which many are now trying to develop.

Definition of Terms

A. Community

Edward C. Lindeman states that the definition of a community may be classified as: geographic, political, social, economic, and psychological.[1] The community, according to A. W. Dunn, consists of a group of people living together in a single locality and bound together by common interests. They are also subject to common laws.[2] An ideal community should furnish to its human constituents: order through government, economic well-being, constructive use of leisure time, ethical standards, intellectual diffusion, free avenues of expression, democratic forms of organization, and spiritual motivation.

B. Adult Education

Definitions of adult education in the United States are as multitudinous as the autumn leaves, yet no one definition satisfies all persons engaged in it.[3] The difficulties are in both the phrase and the reality. Education, by its root, implies a "leading out." The meaning is clear when the relationships are between mature persons and immature persons. The meaning is not clear when the relationships are between mature persons in a world where the present changes before we can grasp it and the only safe prediction is that the future will be different.

Some activities are called adult education which should not be, and some of the best examples of adult education are not so regarded by those engaged in them. Adult education cannot be satisfactorily defined because of the following limits:

1. Adult education implies purposeful systematic learning, in contrast to random unexamined experience; that is, it contains elements of science and art.

2. Adult education implies a respect for the purpose and integrity of the learner, in contrast to attempts to fool, cheat, or exploit; that is, it has an ethic.

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[1] Edward C. Lindeman, The Community. An unpublished outline, p. 1.

[2] Ibid.

[3] Malcolm S. Knowles (ed.), Handbook of Adult Education in the United States (Washington, D.C.: Adult Education Association of the U.S.A., 1960), p. 3.

Coolie Verner contends that adult education is the action of an external educational agent in purposefully ordering behavior into planned systematic experiences that can result in learning for those for whom such activity is supplemental to their primary role in society, and which involves some continuity in an exchange relationship between the agent and the learner so that the educational process is under constant supervision and direction.[4] Adult education is a continuous education — continuous throughout life, and must be a well balanced program — a comprehensive program to serve all of the adults of a community.[5]

The definition of the curriculum of adult education is that the field of study is as broad as life itself as long as organized learning is involved. A well balanced program of adult education would include instruction that prepares adults for better family living, for more jobs and job opportunities, for promotion in present employment, for civic and community leadership, and for self-realization. The areas of adult education and community services are programs involving classes in various broad fields of consumer education, homemaking, parent education, family living, industrial arts, discussion groups, citizenship, health, safety, creative arts, liberal arts, and academic grades one through twelve.

C. Power Structure

Metcalf asserts that power structure or social power is the capacity to control the actions of others.[6] He further states that power structure exists in all social systems and is characterized by the following three major components:

1. Authority - the right to control others. The power given to an individual by the system, as in the case of an office.

2. Influence - the amount of power an individual has by virtue of his control or access to resources relevant to the proposed social action.

3. Unlegitimized Coercion - The control of others through means outside the accepted range of deviance, for example obtaining money at gunpoint.

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[4]Coolie Verner, A Conceptual Scheme for the Identification and Classification of Processes for Adult Education (Washington, D.C.: Adult Education Association of the U.S.A., 1962), p. 2.

[5]Monroe C. Neff, "Adult Education and Community Service, The Open Door (June-August, 1965), p. 3.

[6]Richard J. Metcalf, Graduate Research Paper, Florida State University, Tallahassee, Florida.

Community Support Through Helping Agencies

Developing Community support for ABE is an enormous undertaking; but the potential gain for adults is so great that it is well worth the effort. If we are to achieve maximum gain, no resource can be overlooked. We must bring into active program participation the types of expertise and resource that are available in such public agencies as Vocational Rehabilitation, Vocational Education, Public Welfare, Public Health, Higher Education, Public Housing, the Employment Service, and Family and Children's Services. We must secure the active assistance and intervention of such private, non-profit organizations and institutions as Legal Aid Societies, Community Action Agencies, Labor Unions, Red Cross, Civic Groups, Public Service Organizations, and the like. We must seek out individual volunteers who have special skills and capacities that will make it possible for us to reach those persons who are not currently involved in our programs, or to reach in more significant ways those persons who are already actively involved with us.

It is not suggested that only school personnel have the responsibility for developing relationships that will result in community support and comprehensive community services. The entire community has a stake in the problems faced by illiterate adults; and, as a result, has a responsibility for assisting in developing resources that will make possible solutions to these problems. But someone must take the initial step to inform the community of the need and to serve as the focal point around which programs may be developed that offer some promise of help. As the key figure in the process of student motivation, ABE teachers are the logical persons to know student needs and to take the initiative to bring together those forces and services that may be able to assist students. We will, for example, seek out Vocational Education and the Employment Service because these are the agencies that operate The Manpower Development and Training Program, which may be vital to some of our students. These are the agencies that can assist our students with securing jobs; that can enrich our classroom efforts by providing insights into available jobs and job requirements; that can help us by providing the job-related counseling and vocational evaluation services that are particularly important for the students who know so little of their latent capacities and potentials.

We will want to contact the Public Health Department because it is the agency that can provide health guidance to our students and their families, that can provide immunizations and certain other special laboratory work-ups, that can mobilize resources to provide definitive, curative health services for our students and their families, and that can with our guidance assist us with the classroom work related to good family health practices and planned parenthood.

We will want to work with Public Welfare because it is the agency that can bridge the subsistence gap for us and provide financial support for some of our students and their families. Public Welfare is an agency that can provide supportive case work services to help solve some of the intra-family problems that often result in an adult's inability to fully pursue his educational program. This agency can help to bring surplus commodities into the home to help improve diet and sustain life. It can help us and our students to gain access to other needed community services among which Title V, "Work Experience and Training," opportunities must figure prominently and importantly.

We will want to involve local Home Demonstration agents because they can enrich our classroom programs by helping with instruction in homemaking, cooking, clothes making, good buying techniques, budgeting, and financial management.

We will want to involve the Children's Services because they are the agencies that can provide casework and physical restoration to the children of the family; that can help in the development of day-care services to make possible the full participation of adults who manage one-parent families with young children. These agencies can enrich classroom programs by providing instruction and perhaps group work experiences in the important area of child-parent relationships. This latter service might be an important deterrent to delinquency among the children of the poor.

We will want to involve Vocational Rehabilitation because it is the agency that can provide vocationally-related and problem-solving guidance and counseling; that can provide vocational evaluation services; that can provide (for the eligible disabled adults) subsistence, vocational training, physical restoration, job placement, and follow-up services.

These are only a few of the public agencies. Each has something of value to offer. In addition, each can assist in adult recruitment and in helping us to keep our students actively involved in the classroom programs we offer. They can be our contact agents in the community for student follow-up.

But, community support involves more than the public agencies. As we have said, it involves private, non-profit agencies as well, such as legal aid societies, the organizations that can provide legal services (a constant need among the poor) and can, under our guidance, enrich classroom work by providing instruction in the area of legal rights and citizen responsibility. Churches, civic groups, and public service organizations (Red Cross, Salvation Army, etc.) are the important organizations that can provide emergency, financial support;

that can provide vitally needed student transportation to and from class; that can provide recreational programs and experiences; that can provide specialized and enriching classroom instructional programs; that can help us find volunteers who can become teacher's aides, special tutors, home contact persons, and who can serve in innumerable service functions that are vital to good total programming for adults.

Community Action Agencies are the organizations that have the unique potential and capacity to fill the gaps in our programs that are not covered by the other services and programs that are available to us. These agencies are also our resources for getting services that might be available from other agencies, but which the other agency cannot, or will not provide. Of particular value as an example of the resources of these organizations is the Community Action sponsored Multi-service Center. The Center provides an especially useful setting for our adult classes. At this site, in this one setting, we may be able to gather together all of the professional and volunteer services our students need. In addition, such a center could provide Child Care and Child Development Services to the children of our students. A Multi-service Center can also provide a quiet area for study and reading. This is only one example of the resource of the Community Action Agency. There are many, many others.

Through these relationships, through this kind of total community support, and through this level of community involvement, you can make the classroom experiences of your ABE students extremely broad and dynamic.

Techniques for Building Good Public Relations

Some specific recruitment techniques that are used in schools include the use of mass media advertising, the use of direct mail, and the use of individuals or groups whose interests are related peripherally to the program. The addition of personnel and organizational procedures which will aid in building public school relations and which will also help to accomplish other ends include: the use of interest-finding interviews and questionnaires; the development of co-operative programs with agencies and groups; the involvement of key public relations individuals in planning, evaluation, and other organization procedures; the use of instructional or organizational personnel who are effective in public relations or who have access to the mass media; the securing of students who will draw others; the use of counseling systems; the development of new activities which will lead on to further study; the decentralization of the program; the securing of outside advice; and the development of distinctive symbols,

slogans, and other means of aiding the public to identify and understand the whole program of the school.

To achieve growth and development in the population that ABE was designed to serve and to make available to them comprehensive service, the ABE program will need to develop a level of support and commitment in which individuals, agencies, and groups in the community will feel compelled to invest talent and funds, not only in the furtherance of the educational process, but also in extension and enrichment of the limited services that the school program can offer from its own resources.

Through these school relationships, through this kind of total community involvement, you can make the classroom experiences of your ABE students extremely broad and dynamic.[7]

Civic and Religious Media

We are dealing with all the ways in which people learn about and become competent in the management of their common or civic affairs.[8] Included in the education of all adults is the education of the new voter so that he may become efficient in his influence on legislative action that deals with the civic affairs of the community. Since this is education for public responsibility, the civic and church groups within a community are concerned and will become involved in an organized program to bring about organized classes to further the education of undereducated adults.[9] These organizations, educational, civic, church, and otherwise, for whom the education of adults is not a central concern, are much more numerous, very much larger, and very much more powerful than the specific organization of adult education.

In the organized program,ways and means must be found to bring about, on the part of the leaders in the different organizations that have a general interest in continuing education, an understanding of its full possibilities and the acceptance of some obligation for assisting its professional development within the community.[10] Ways must also be found to bring into the planned program resources of the organizations with a special interest in continuing education, or at least to the major tasks of research, improvement of methods and

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[7]William H. Puder and Sam E. Hand, Frontiers in Adult Basic Education (Tallahassee, Florida: Florida State University, 1966).

[8]J. R. Kidd, Financing Continuing Education (New York: The Scarecrow Press, Inc., 1962), p. 60.

[9]Ibid., p. 61.

[10]Ibid., pp. 75-76.

the preparation of practitioners within the field of adult learning.[11]

Creative leadership of adult education challenges the imagination of adults to invent new programs and to revitalize existing institutional procedures that will engender and maintain good will, understanding, and decency in human relationships. Responsibilities are both personal and social — both civic and religious.[12]

The nature of adult education brings about a continuing and extensive contact with business and industry, governmental units, and many other types of private and public organizations and groups from the neighbrohood to the national level. Many of these organizations and groups are becoming increasingly aware of their needs for programs of adult education. Before good relations may exist with the public, coordination and communication between school agencies and civic and church groups must exist and both must learn to have a continuing dialogue.[13]

In "tying in" your efforts to have an effective public relations program, certainly one of the "musts" is to enlist the help of the civic clubs in the community. But do not let it stop there — keep them informed as much as possible as to the purpose of your program.[14] Some civic clubs are so intent upon impressing the community that they will conduct ardent campaigns featuring some dramatic project, not only for the sake of the cause, but also because the sentiment attached to the cause will give the name of the sponsoring organizations widespread publicity.[15]

Clubs such as Rotary, Kiwanis, Lions, Sertoma, Exchange, and many others fall in this category. In most cities and towns the leading citizens belong to these organizations and programs; "selling" these groups on adult education should be oriented around facts and figures about current and past operations and future plans. These programs can be made

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[11] Ibid., p. 76.

[12] Paul L. Essert, Creative Leadership of Adult Education, (New York: Prentice-Hall, Inc., 1951), p. 13.

[13] Robert D. Boyd, Adult Education—A Journal of Research and Theory, Vol. XVIII, No. 3 (Washington, D.C.: Adult Education Association of the U.S.A., 1968), p. 209.

[14] Paul H. Sheats, Adult Education (New York: The Dryden Press, 1953).

[15] John H. Thatcher, A Guide for Administrators (Albany, New York: State Education Department), p. 297.

interesting with reports of students who have advanced on the job or who have increased their earnings. Both professional and lay leaders in adult education make logical speakers for luncheon clubs. Students from the public speaking classes also can do a good "selling" job. These talks can be greatly improved with the use of signs, posters, or articles that were made in adult education classes.[16] Good sound public relations in dealing with civic clubs must be honest in intent and execution, intrinsic in the school program, continuous in application, positive in approach, comprehensive in character, sensitive to the public, concerned and simple in meaning and conception.[17]

Labor Unions

If the public school is to be successful in its drive to eliminate "lack of education" as a national cause of poverty, it must enlist the total community in the process of identifying and recruiting undereducated adults who need basic education. This community-wide effort, if it is to be effective, must involve community agencies such as labor unions. As we know, there are many adults involved in labor unions. Some of these adults are highly educated while many others are very much undereducated. Those of us who are responsible for the ABE programs in our communities should establish a working relationship with the leadership of labor unions, and request their help in recruiting members of their union who are undereducated to become members of ABE classes and attend these classes regularly.

Industrial management and labor leaders are beginning to find that below the surface of their vast, highly organized structures, personal relationships are at work that are highly important but cannot be departmentalized or organized in the traditional sense. Mayo, Rothlesburges, Lewin, and others suggest, however, that labor groups are potentially the strongest forces available for constructive and positive enterprise in bringing about effective cooperation and human programs in relationships between the general community and the business or manufacturing community.[18]

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[16]Edmond DeS. Brunner, An Overview of Adult Education Research (Chicago, Ill.: Adult Education Association of the U.S.A., 1959), p. 228.

[17]Thatcher, op. cit., p. 383.

[18]Essert, op. cit., pp. 104-105.

The very nature of shared planning in community development, applying as it does to life in small informal groups, to institutions (the home, the church, the school, government agencies) and to the whole community is the ingredient that is universally applicable in the varying forms of adult education.[19]

News Media

Newspapers are essential to the promotion of adult education activities and efforts. Since newspapers are primarily concerned with news, they will report ABE activities if there is news value. The simple definition of news is: "news is anything and everything of interest to the public."[20] Radio and television will reach more people, more quickly, than any other type of media. Radio can be used to build up interest, to get news out, to make announcements, and to present useful and needed information. It can be very effective in reminding people about the last day for night school registration, or inviting the people to an open house program.[21]

There are other media which help to promote the cause of ABE. Some of these are: pamphlets and handbills, newsletters, posters, window displays, speeches, open house programs, telephone appeal, and special features. Perhaps not all of these media would be used in every situation, but the secret is to use the one or ones that work most effectively.

Summary and Conclusion

Federal and helping agencies, civic and religious groups, labor unions, and the news media all have an important role in a successful ABE program. The community must be made aware of its responsibility to the ABE students and the ABE students must be made aware of their responsibility to become more productive citizens of the community. If we have this type of involvement with the community and this kind of support from the community, then we can make the classroom experience of the ABE students broad and dynamic — not a program limited to basic instruction of reading, writing, and arithmetic.

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[19] Ibid., p. 118.

[20] Ibid., p. 144.

[21] Ibid., p. 149.

MOTIVATION OF THE ABE STUDENT

Group V

Adult Basic Education, the Wakening Giant in America's public school system, has already reached thousands of Americans. Many have learned to read and write for the first time.

There is a definite problem in motivating adults to make even the first step toward completing their basic education. The reasons are many; among them are status, pride, and a lack of optimism about being able to secure a better job and hold it. How can we overcome some of these problems? The key to the door will be motivation. It is the basic element of learning. It is that element which forces a person to move toward a goal. It is motivation that makes an adult want to know, to understand, to believe, to act, to gain a skill. It is up to the adult educator to recognize the importance of motivation and to find ways to bring motivating factors into the learning process. Some motivating factors are: the need for security, the need for recognition, the need for self esteem, the need for conformity, and the need to help others.

A study of methods is intended to develop more effective procedures and techniques for accomplishing purposes. In a broad sense, method is involved in all adult education activities. Workers in the field need to be concerned with good procedures in conducting surveys, in publicizing course offerings, in organizing conferences and workshops, and in a host of other activities.[1]

Adulthood is a problem. It is also a largely unfulfilled opportunity. It is a problem because our culture makes an assumption that by the time people reach twenty-one they have learned all they need to know for effective adult learning.[2]

It is the job of the adult educator to broaden the program to include the community. First, he must study the life of the community and seek to discover the educational or other interests, and attempt to broaden the range of interests and to develop the characteristics needed. After the students have entered, the problem is not usually so great. There are many phases of academics which may not be desired by some students; therefore, good teachers must show them a felt need for a complete range of activities in order to improve their basic skills and life.

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[1]Malcolm Knowles, Informal Adult Education (New York: Associated Press, 1950), pp. 11-12.

[2]J. R. Kidd, How Adults Learn (New York: Associated Press, 1959), pp. 112-113.

Motivation in Recruitment

Because attending adult education classes is voluntary, adequate publicity and promotion are vitally important to building a successful program. The failure of participation from the ones for whom the program was intended is a source of frustration for advocates of adult education. To motivate these people to participate, programs must appeal to their needs and interests. A negative feeling toward education is likely to be found among the educationally underprivileged. They are usually timid and hesitant about enrolling in educational activities because of their deficiencies.

Some things that attract adults to participate in classes are economic status, proximity to adult centers, and social participation. In order to motivate adults to attend classes, the agency should be willing to take the program to the people, use a variety of appropriate materials, adequately counsel the registrants, and be flexible in the schedule as to the time of day and length of the class period.[3]

The most successful policy concerning promotion of adult classes is to assume that all adults have educational needs and that everyone should be informed about available learning opportunities. All media and methods helpful for the purpose are likely to be used in an effort to enlist the participation of everyone who has a trace of interest in the program. Underlying this activity, of course, is an attempt to identify the educational needs and interests of as many adults as possible and to design appropriate activities.[4]

The public must be informed, convinced, and persuaded to participate in adult education classes. Adults should be involved in all stages of the program, from identifying their own educational needs, planning the activities, developing them, to evaluating them. This helps the participants develop an emotional commitment to the program. Experience has taught that a continuous, year-round promotion and special campaigns are best in recruiting adults to attend classes. The year-round campaign builds public confidence in adult education as a permanent part of community life. It produces a dignified image of adult education as contrasted to an emotional selling campaign. With year-round promotion the agency can use television or radio time or news articles to actually show activities in which the adults are participating, rather than just giving an announcement concerning enrollment in classes.

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[3]Homer Kempfer, Adult Education (New York: McGraw-Hill, Inc., 1955), p. 129.

[4]Ibid., p. 340.

Special campaigns, however, are necessary. Usually they are used (1) to call special attention to the opening of a new term, or (2) to prepare the public for a new type of activity.[5] Articles in newspapers are a good means of promoting enrollment in classes. However, in addition to naming the course, it is good to include a description of the class and some of the activities that will be included in the class. Exhibits showing some articles made by participants in adult classes and placed in appropriate places can motivate other adults to enroll in the classes. These exhibits should be pleasing to the eye, have a short explanation about where the classes are held, and be placed in an area where people pass often, such as show windows of department stores, or the lobby of the Post Office or a health clinic. Having open house to some classes already in progress is a good method of motivating other students to enroll. All aspects of the program can be shown by displays, demonstrations, style shows, or a festival.

Direct mailing is costly in time, money, and energy, but it is often a favorite way of publicizing adult education. Common mailing lists available for occasional use are:

1. Newly arrived immigrants -- for invitation to orientation activities and English and citizenship classes.

2. High School dropouts -- for acquainting them with general or specific opportunities available.

3. Parents of kindergarteners or first graders -- for invitation to activities in family life education related to their child's development.

4. An occupational or other group for whom certain activities may have special appeal.[6]

Telephone campaigns have been successful in reaching people who could not read. An explanation can be given as to time and location of the class; and an invitation can be extended for this person to attend the class. Other means of motivating adults to enroll in classes include using select people from their peer group to approach them; a door to door canvas; Parent Teacher Associations; flyers and brochures; churches and ministers; welfare agencies; employment agencies; and the Salvation Army.

Again, to motivate adults to enroll in classes, we must help them to realize their need for educational activities and then be sure our program meets their needs and interests.

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[5] Ibid., p. 341.

[6] Ibid., p. 353.

Motivation for Learning

We here are interested in classroom methods to be used which will motivate the student for learning. In order to motivate the student, we must understand some of the factors which influence him to attend classes in the first place. We must realize that these students, like ourselves, are adults, and that they are attending classes in adult education because they want to. What are their reasons for attending? In a study of the reasons why, one group of students attended night classes, Sheats, and others, found that:

> . . . over two-thirds of these students attended night school for reasons other than course content. They expected, for example, to make friends, to get away from the house, to learn something about their latent talents, or to have some kind of escape experience.[7]

Since adults are motivated to attend classes to fulfill a social need in addition to the gaining of information, it appears that there is a need to engage the students in activities in which there is an interaction not only between student and teacher, but also between student and student. This would imply the need to engage students in discussions. Sheats says, "Perhaps the most significant trend in method as applied to the field of adult education is the increasing use of discussion procedures."[8]

Research has found that "good learning comes best where a variety of methods and techniques are employed."[9] It has been found that "Informal methods were usually favored by men in the forces over conventional class methods."[10] Also, Kidd states that

> an adult who is made to feel responsible for his own education tends to achieve the best record. Instructional materials were most successful when they were based on the actual experiences and needs of the men and women for whom they were prepared. Army men learned fundamental skills of reading, writing, and arithmetic with far greater efficiency when the subjects covered in the exercise books were about army life and adult experiences; much less well when the instructional materials were about childish things.[11]

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[7]Paul H. Sheats, Clarence D. Jayne, and Ralph B. Spence, Adult Education (New York: The Dryden Press, 1953) p. 325.

[8]Ibid., p. 328.

[9]Kidd, op. cit., p. 196.

[10]Ibid., p. 196.

[11]Ibid.

We would conclude that methods of teaching should be varied; that all students should be encouraged to participate in class discussions; that materials presented should be on the interest level of the adult.

As has been previously stated, a variety of techniques must be employed if students are to be motivated to learn. Only a few of the more important ones will be listed. Students should be involved in the planning of adult education activities. This does not mean that the teacher abdicates his position as the educational leader. It simply means that if an individual has part in planning the activities in which he will be engaged, he will feel that he is more a part of what is going on.[12] Another effective technique to stimulate motivation is that of role-playing. This technique places the student in another person's place and he acquires an empathy for that other person.[13] Still another technique is that of the symposium. Here you get the viewpoint of three or more persons on a subject. After views are expressed, questions are asked, which is another way of involving, or at least giving opportunity for involvement, of the entire group.[14]

Attributes of the Teacher

"Teachers are important in any society; in a democracy they are its first line of defense . . ." (Theodore Roosevelt). Although these words were spoken many years ago, the role of the teacher has become increasingly important in our society with its many social changes.

The job of the ABE teacher in a program of general studies calls for a person having a sound general education himself, together with broad training. A teacher must be committed to the philosophy of adult education and skilled in the art of teaching.

> "Without doubt, the key to any program of instruction is the person who does the teaching. We may have a philosophy ever so clearly stated; a course of study ever so completely planned and executed; an administration ever so sympathetic and efficient; physical equipment in every way adequate, and still fall short of having a satisfactory program of general education unless there is a well-qualified professional individual who is apt to teach."[15]

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[12]The National Association for Public School Adult Education, A Treasury of Techniques for Teaching Adults (Washington, D.C. 1964), 3:11. (Pamphlet.)

[13]Ibid., 3:22.

[14]Ibid., 3:22-23.

[15]Sidney J. French, Accent on Teaching (New York: Harper Brothers, 1954), p. 158.

The adult instructor stands in a crucial role for he realizes that even the most skillfully devised courses or learning aids cannot compensate for serious deficiencies in the instructor. He must be able to consider the needs of the class members both individually and collectively, much more freely, with fewer personal conflicts and greater satisfaction. He must exhibit warmth, kindness, and interest; he must gear the content to the needs and interests of his students, thus aiding the students to secure competence in their work and keeping them moving along toward the solution of problems under consideration. The adult educator must be aware of individuality to respect its expression by persons. He must maintain a social atmosphere that in living practice will genuinely respect the worth of the individual and try in every way to enhance his dignity.

The instructor's ability to listen not only to what a person is saying, but also to what he is trying to say is important. To be able to put himself in another's shoes exemplifies a mark of concern which is highly appreciated by his pupils. He must work in close cooperation with all other organizations engaged in desirable adult education activities. He must recognize the importance of being creative in his use of resources, materials, and situations. He must understand the nature of learning and exhibit reasonable skills in arousing students to lively participation.

Subject Matter

The success and happiness of the individual will continue to be the most important objective of adult education. Adults are concerned with the improvement of skills. The impact of technological change upon the modern family has intensified the awareness of all regarding the need for current knowledge regarding these changes. When a student enrolls in the adult education program, his interest has already been aroused. However, new topics must be introduced and the best introductions employ motivation techniques. The basis of these techniques is to show the student how the material to be presented will be of interest and value to him. The teacher can promise rewards if instruction is geared toward the rewards.

> Those concerned about learning have long recognized that there may not be much learning of consequence unless a marked interest is present.[16]

A motivational section in the lesson plan will help the teacher remember some motivating materials while he is actually in the process of introducing a lesson.

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[16]Kidd, op. cit., p. 158.

Other forms of motivating a lesson may include exhibits of well made articles or a talk by a successful former ABE student. A demonstration of skill by a fine typist or by a musician will frequently be a good motivation, as will be the showing of an appropriate movie, or the taking of a well planned field trip. A good program that is well balanced and sufficiently diversified will include many opportunities to motivate students.

Use of Resources

It is highly recognizable that an adult education class consists of adults with wide experiences and a variety of accomplishments. These adults represent rich resources for the teacher. When the teacher has learned what these resources are, his curriculum should provide for their effective use. The use of other resources and agencies brings a more imaginative and creative approach to adult education than any formal class organization. Therefore, more attention should be given to supplementary services, discussion groups, trips with guides, tours, clinics, demonstrations, consultations, workshops, single meetings, lectures, etc. in order to enhance the learning of the adult pupil.

Retention of Students

One of the major problems in Adult Basic Education is how to keep the student in the classroom and prevent drop-outs. This problem will best be solved by the individual teacher, depending on the location and the situation. It is thought, however, that the problem will be solved by getting the student involved. Below are a few suggestions that may help to involve students:

1. First, get to know the individual student.
2. Develop creative experiences within the classroom.
3. Survey and find out what their desires are, and what their experiences have been.
4. Provide within your on-going groups social activities.
5. Capitalize on employer interest and upgrading.
6. Provide for positive daily evidence of progress.
7. Make sure that the topics in the curriculum are based upon what the students want to know — their goals.
8. Have the environment in which they will meet as comfortable and conveniently located as possible; provide some means for overseeing the children who will come with them.
9. Provide for and insure a personal interest in the program of each person.
10. Provide useful information about the community.
11. Provide a democratic example by getting them involved in civic experiences.

In order to motivate for retention there needs to be not only a good student-teacher relationship, but a good student-counselor relationship as well. Here are a few ways this can be accomplished:

1. The counselor coordinates an accumulation of meaningful information concerning students through such means as conferences with the student, standardized test scores, academic records, anecdotal records, personal data forms, records of past experiences, inventories, and rating scales.
2. He identifies students with special abilities or needs.
3. He assists the student in relating interests, aptitudes, and abilities to current and future educational and occupational opportunities and requirements, and to long range plans and choices.
4. He collects and disseminates to students information concerning careers, opportunities for further education, and school curricular offerings.
5. He assists in the educational and occupational planning of students who have withdrawn or graduated from the school.
6. He plans with administrators and teachers
   (A) to provide an appropriate classroom placement for pupils with special abilities or disabilities
   (B) to establish procedures for course selection by pupils and for grouping of pupils.[17]

Physical Plant

A "cold"room can have the same effect on the mental faculties as the lack of heat can have on the physical being of the individual. A room with appropriate temperature makes for a good learning atmosphere. The National Association for Public School Adult Education has listed five items necessary to make the adult student feel at home in the classroom.[18]

1. Have a well lighted classroom.
2. Have a well organized, neat classroom.
3. Change the seating arrangement to accommodate the teaching method being used.
4. Be sure the students are able to hear by eliminating outside noises.
5. Have suitable displays in the room.

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[17]William H. Puder and Sam E. Hand, Frontiers in Adult Basic Education (Tallahassee, Florida: Florida State University, 1966), pp. 104-106.

[18]NAPSAE, op. cit., 3:23-24.

It would appear that there is a very fine line between methods and techniques; it would seem that techniques are the implementations of methods. Further still, the physical plant, or its utilization, is a technique to carry out a method or methods.

Continuing Education

It has been proven statistically that only a small percentage of students who enroll in ABE classes continue their education beyond the three levels of study prescribed by the ABE program. After these levels have been completed, students have a tendency to think that they have advanced far enough to satisfy their basic needs. Thus, they become drop-outs or potential drop-outs. It then becomes the teacher's task to utilize every available resource, method, and technique to inspire those students to seek new aspirations and goals. The students who have this tendency need to re-evaluate themselves through introspection or by self-evaluation check list.

Many students set their goals at levels too low to be functional in a progressive society. Scott states that:

> Education fails unless the Three R's at one end of the school's spectrum lead ultimately to the four P's:
> (1) Preparation for earning
> (2) Preparation for living
> (3) Preparation for understanding
> (4) Preparation for participation in the problems involved in the making of a better world.[19]

Self motivation for continuing education begins with a desire for personal attainment. Lanning and Many believe that:

> the desire for additional education is a very important motive and may be considered as a result of the general advance in educational attainment . . . Personal or vocational motives appear to be more powerful than either the motives of a social or a scientific nature.[20]

Another incentive for continuing education in the ABE program is further stressed by Scott in a reproduced letter of James Mitchell, Secretary of Labor, to all college graduates in 1956. The implications can very well be applied to all ABE students. He wrote:

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[19]Michael Scott, Careers: The Annual Guide to Business Opportunities (New York: Career Publications, Inc., 1956), p. 3.

[20]Frank W. Lanning, and Wesley A. Many , Basic Education for the Disadvantaged Adult: Theory and Practice (Boston: Houghton Mifflin Co., 1966), p. 108.

> You are in a unique position. You are with the rising tide . . .The American labor market is achieving record peaks in every phase of employment, production, and economic activity. The picture is good everywhere. America is on the march and employment opportunities move along with it.[21]

If continuing education is an increased awareness of self-improvement, the teacher's task then is to make students cognizant that the greater the demand for consumer goods, the greater the demand for production, resulting in a greater need for skilled personnel. If the teachers can achieve these motivational objectives, the ABE program will achieve the goals for which it was designed.

Summary

One of the most important facets of a functional ABE program is the motivation given to the participant. While some of the students may be self-motivated, it is the responsibility of those involved in administering and teaching these adults to bring to bear those psychological and sociological principles that will motivate all the students to want to learn and to continue their education. Motivation must start at the beginning of recruitment and hopefully continue after the adult has completed the basic coufses. Through the techniques of counseling and guidance the students' aspirations and goals must be given direction when they can be attained. The thread that runs through this paper is that of involving the student in all that goes on in the program. There is no better motivating force.

The efficiency of any adult program will be determined by its holding power or its ability to retain students until they have gained their personal goals or finished the prescribed course of study. It has been brought out in this paper that the understanding of a dedicated, well prepared, and compassionate teacher will do more to motivate participants than will any other means. It is hoped that the techniques described herein will help such teachers.

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[21]Scott, op. cit., p. 3.

RECRUITMENT

Group VI

Under-education is a prime cause of unemployment and under-employment in our rapidly advancing and shifting technical world. No community is immune from the problems which arise from under-education, but the public school adult education system can contribute to a more productive, informed community by providing a complete adult education program.

The better your adult education program is the more successful your recruitment drive. How does one secure enrollments? How do you persuade men and women who have little or no formal education to return to school? How do you convince them that they should leave their home, their family, friends, T.V., and many other activities to learn the three R's. The better teacher you are, the more favorable your chances for recruiting students and holding them. The individual teacher is the vital factor in campaigns. By creating a stimulating and challenging environment in which adults can learn with dignity and enjoyment, he is laying the groundwork for future student recruitment because the adult student who senses an attitude of understanding, empathy, and respect on the part of the instructor is the best and most convincing public relations person for the program.

The administrators together with the teacher are faced with the major tasks in recruiting students and organizing classes. They must be aware of their potential influence, not only on present students, but also on all prospective students in the community.

Developing A Program

A great source of help and guidance for developing a program of adult education is the State Department of Education. A number of state departments have full time consultants in adult education, whose purpose it is to help local citizen groups and school officials develop adult education programs under the auspices of the public school. As school officials begin to give thought to building a sound program of adult education at the community level, it is well to heed certain organization principles which have evolved from the experience of communities which have successfully operating programs. These may be summarized as follows:

1. There should be local control of the program by the board of education with the assistance of citizen advisory groups in planning the program. It goes without saying that people are naturally more interested in anything which they have a hand in planning, and for which they

assume some responsibilities. Any superimposed program is likely to fall rather quickly of its own weight. The citizens advisory group provides a unified backing for the organized adult education program. When there are other adult education programs operating in the community, it is desirable to bring these groups into the picture cooperatively at the outset in order to avoid needless competition, duplication, and overlapping.

2. There should be public financing of the program. The details of financial participation will vary greatly, depending upon such items as: (a) the amount of state aid; (b) local public schoolfunds available for adult education; and (c) sentiment regarding the size of the fees to be paid by students in the adult education classes. It has been found that local communities which make financial investments in their programs, also have stimulated a much greater interest in the success of the undertaking.

3. There should be a well-balanced program of offerings to meet the various needs and interests of adults. The real test of the program's success is whether it not only meets the needs and interests of adults, but also whether it stimulates them to explore other fields and new interests. It is important that early attempt provide for classes and other learning activities which appeal to a variety of people. It is desirable to build the program upon the needs and interests of adults. It will have appeal in proportion to the extent to which it meets those needs and interests.

After the program has been authorized by the local board of education, the superintendent appoints someone on the school staff to provide continuous administrative leadership. School administrators should provide professionally trained and competent leadership so that the community program for adults may be professionally organized, skillfully led, and economically administered. Initially, the director of the program may, as a matter of administrative necessity, serve part-time (dividing his adult education duties with other school tasks). However, as the program grows, thought should be given to the provision of full-time leadership of the program.

Coordination And Utilization Of The Total Community Resources

In the process of total involvement of community resources, the school district and/or the local vocational and adult school should think in terms of two types of organizations: (1) area advisory committee, and (2) neighborhood or "grass root" committees.

The area advisory committee, much larger in scope, will be considered first. Out of the committee will evolve several "grass roots" committees to work in a specifically delegated pocket of poverty.

In the process of organizing all feasible resources, the administrator must be sensitive to the influence that certain social forces exert within the community. The educational agencies can provide capable leadership instruction and training only if they fully understand the plan, purpose, and objectives of the program. The political forces will endorse and support the program in direct relationship to the kind of "selling" job that we do with them. The religious leadership will help to provide a moral environment in which all individuals, agencies, and organizations can work together cooperatively for the welfare of the whole community, if we can convince them of the two aims and purposes of ABE.

An area advisory committee should be composed of individuals representing agencies and organizations whose normal functions bring them into contact with the illiterate or under-educated who are either victims of poverty or of living in threat of poverty. Composition of the area advisory committee will be selected from the following sources:

Public Agencies: Social Welfare, Employment Service, Public Housing Authorities, Police Department, Public Health Department, Vocational Rehabilitation.

Voluntary Agencies: Salvation Army, YMCA, YWCA, NAACP, PTA, Community Centers, Home Demonstration Clubs, Urban League, Federated Women's Clubs.

Mass Media: Press, Radio, and Television.

Other Sources of Representation: Work Experience Programs, Business and Industry, Labor Unions, Religious Organizations, Local Community Action Programs.

The major functions of the area-advisory committee are:

1. The committee should create an ABE program that is a total community responsibility, rather than an isolated, uncoordinated public school activity.

2. The committee should support the public school program of ABE to the extent that all community resources will recognize their responsibility of referring to this program all under-educated that can benefit from such instruction.

3. Each individual and organization represented should set up their goals to be constantly on the alert for under-educated adults from any part of the community who can be referred to the school for enrollment in ABE classes.

4. The committee should organize a program of continuous publicity utilizing the press, radio, television, and any other available means of communication in a methodical plan aimed at convincing the under-educated adults and the entire community.

5. To establish methods whereby selected areas of the community will be surveyed for the purpose of identifying those in need of basic education and encouraging them to enroll and to maintain regular attendance in classes.

6. The committee should act as a liason with any local community action program.

Purpose of Neighborhood Committees

To supplement the work of the city advisory committee and to perform the identification and recruitment of under-educated adults in depth, it will be necessary to organize a "neighborhood committee" in each pocket of poverty. These groups will be organized to work in the following areas and to assume the direct responsibility for identifying and recruiting students in that particular area.

Composition of the Committee

In recruiting members of the "neighborhood committee" the program coordinator should seek suggestions from the city advisory committee regarding individuals from their organizations who might be close enough to the under-educated in certain sections of the school district to have their confidence and the "rapport" which will be needed if contact is to be established. For example, the social welfare representatives might be well able to nominate certain caseworkers to serve on the committee. Members of the clergy, particularly those whose congregations are made up largely of underprivileged, would be in a position to suggest individuals for the committee. Representatives from many of the voluntary agencies will know of individuals who are in daily contact with the illiterate.

Industrial employers may be willing to cooperate in the organization of classes which could meet on company property and partially on the employer's time. Many labor union officers will be in a position to help identify and recruit under-educated members of their organizations and in some instances provide union hall facilities for the classes.

It is expected that there will be as many "grass roots" committees as there are pockets of poverty to be served. The program administrator will have to conduct a very careful training program in order that their individuals may be thoroughly familiar with the program, their part in it, and have an overview of many of the situations which they may meet as they perform their functions.

Functions of the Committees:

1. The "grass root" committees will survey the neighborhood on a door-to-door and block-by-block basis, to identify by name and address all illiterates and under-educated adults who are not presently enrolled in any type of fine education class and to indicate the results of these individual visits.

2. To encourage the enrollment and regular attendance in their classes of the individuals who the census identifies.

3. To be available to make any follow-up-visits as may be needed to encourage regular attendance, to become aware of any problems directly or indirectly affecting attendance, or to perform any functions which may prevent an adult from becoming a "drop-out."

4. If the area advisory committee has done an effective job of selling this program to the community and to the under-educated, when the neighborhood committee member calls to take the educational census, no one will be surprised in the household. They will be expecting the call and the invitation to education.

Methods of Recruitment

Just how then does the teacher promote enrollment? First, he can be a good teacher. In addition, there are many direct public relations and promotion approaches that have proven to be effective:

1. Flyers may be distributed in neighboring day schools, church congregations, labor union halls, etc.

2. Past school records will give you names of "drop-outs," and guidance departments may help locate them.

3. The United States Post Office Department registers aliens, many of whom desire further education and must have it to obtain citizenship.

4. Members of the adult school faculty can mingle with parents on PTA nights. By wearing identity badges with provocative messages, such as, "Ask me about adult education classes," teachers arouse interest in the adult program.

5. Teachers can appear on T.V. programs to answer questions relating to the Adult School offerings.

6. Informal canvassing by actual doorbell ringing to discover potential students who may otherwise never approach the school can be successful.

7. Personal notes or questionnaires to former students can serve as reminders and also supply up-to-date information on new courses and job opportunities.

8. An open-house party can combine friendly social gatherings with recruitment.

9. Visits to community centers, public libraries, housing projects, churches, YWCA and YMCA buildings, etc. provide good audiences of potential students. They usually have bulletin boards on which program catalogues or posters can be displayed.

An actual survey made in the Knoxville, Tennessee, Evening High School revealed the following facts:

1. Fifty-nine had heard of the adult classes from former students.

2. Eleven had seen a poster.

3. Ten had read newspaper announcements.

4. Four were informed by telephone calls.

5. Three read about the classes in direct mail material.

6. One learned about the classes from a television program.

So it is evident that as plans for an adult course are carried out in the manner suggested above, there is much immediate potential influence, not only on present students, but also on all prospective students in the community. The teacher is a good "conversation-piece" when adult students get together or when they talk to friends and neighbors in laundromats, out-patient clinics, public conveyances, doctors' and dentists' offices, and at bus stops and parties. These people can spread the good word about friendly help received, or they can "bad-mouth" it and turn people away from the program.

THE EXPANDING CHALLENGE OF STUDYING AND UTILIZING COMMUNITY RESOURCES IN ABE

Group VII

Let no one minimize the difficulty of planning and maintaining a community program of Adult Basic Education. The study of a community should be guided by a thorough step-by-step coordinated plan. This plan must involve the total community. The first stage of the plan should be to ascertain the resources which are available in the community. Secondly, there should be an identification of the target population for recruitment and plans started for job placement of the individual upon completion of the program.

The primary objectives of the local program should be to develop the teaching of reading and computational skills, provide more pre-vocational experience and job opportunities, encourage better family organization, promote better consumer practices, emphasize the value of health and healthful living, and advocate more understanding and active participation in citizenship responsibilities. A successful program will require a solid plan of coordinated relationships between the program staff, the participants, and the community. Location of sensitive areas of concern that will take selected techniques to gain support for the program should not be overlooked. The program planned should be individual enough to gain the support of the human resources as well as the financial resources of the community.

Dr. Roy B. Minnis states that we must work together, blend our talents, and labor together to establish a continuing community cooperative relationship between all levels of government and non-government resources. To obtain this continuing community cooperative relationship we must develop a continuing dialogue among members of the community life.[1] In this relationship between a responsible community and the ABE program there should develop a general understanding of the desired constructive changes that can and will be made in the community. The advantages of desirable behavioral changes in the people directly concerned with the program should be discussed fully with all resource groups in the community.

There must be the realization in every community of the problem of twenty-five million functional illiterates in our country today. Although our American economy is built around education, we must place a greater emphasis on the teaching and

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[1]Roy B. Minnis, "What is Adult Basic Education?" Address given to Institute for ABE Teachers and Administrators, Florida State University, Tallahassee, Florida, 1965.

training of our under-educated adults. In this new planning our communities should cooperate to see that the educational program attracts and trains competent teachers for adults and also develops a solid curriculum. The number of functional illiterate adults is growing in each community and the problems they now face are becoming acute. Communities must recognize this area of concern and all program participants must begin planning that will motivate the community with all its resources through various techniques available that will accomplish the building of a successful program.

The program is confronted by two more problems--that of developing plans for successfully enrolling the under-educated adults and how to motivate community resources to assist in building for success. "The perennial limitations faced by this planning are time, money and physical facilities. It is up to the program to get maximum utilization from all resources available."[2]

There is also a great need to develop a firm level of support and participation in which individuals, agencies, private organizations and civic groups will join to give impetus to the education, enrichment and social advantages to the under-educated adults in the community. Certainly in the beginning the involvement of community resources will be made possible by well planned and coordinated public relations on the part of the local program leaders. Good, enduring relationships will make definite contributions to the beginning and continuing success of adult education in any community.

Abraham Lincoln gave this charge when he said, "The leading object of our form of government is to elevate the conditions of men." So is the challenge in Adult Basic Education.

The Need For Resources In ABE

The adult interested in gaining understanding through ABE programs is challenged to identify basic assumptions, compare evidence and arguments, and exercise his power of critical analysis. He should benefit richly from the materials and services offered by and through programs made available to him by ABE and the various agencies cooperating with ABE. Thus, the resources offered should help the ABE student to increase his understanding in the development of the skills essential to enlightenment in civic and economic competency.[3]

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[2]Malcolm Knowles, (ed) Handbook of Adult Education in the United States. Chicago, Illinois: Adult Education Association of the U.S.A., 1960.

[3]Frontiers in Adult Basic Education. A Compilation of Selected Papers and Group Reports Presented at the Southeastern Region IV Institute for Teacher-Trainers, 1966. Florida State University, Tallahassee, Florida, Office of Continuing Education.

As in all programs of education, ABE cannot be successful unless adequate outside resources are made available to the program. The following suggestions are proposed as means for facilitating and enhancing ABE:

Referral: Eligible persons may be referred by agencies to ABE programs and in turn ABE leaders may have need to refer students in their program to an agency which provides a given or specific service needed.

Recruitment: This service may be provided through agencies by encouraging individuals they serve in some specialized way to enroll in ABE, as well as provide some general information about ABE programs.

Retention: This may be brought about by encouragement and/or priase by the agencies working with or serving individuals in ABE programs.

Publicity: Community agencies may serve ABE programs by helping publicize, defend, and justify the need for such a program within the community.

Financial: Some community agencies may be situated in such a way as to include in their budgets some financial assistance for certain enrichment activities for ABE students, which would not be included in the ABE budget.

Material Resources

Material resources may be divided into two general classifications:

Hardware: Consisting mainly of various types of audio-visual machines and accessories; and

Software: Consisting primarily of written materials.

Human Resources

Most communities have a wealth of local human resources which may be utilized through creative planning. Such persons as professional laymen, business leaders, labor leaders, skilled and semi-skilled workmen, recreational leaders, etc., all of whom might serve as lecturers, panelists, or other means of resource media. These could include:

Professional: Ministers, physicians, lawyers, educators, social workers, nurses, etc--

Business: Bankers, store managers, garagement, grocery clerks, etc.--

Labor Leaders: Foremen, shop superintendents, union representatives, personnel managers, etc.--

Skilled: Engineers, architects, or anyone in a technical or skilled professional position, etc.--

Semi-Skilled: Postmen, delivery men, fire and policemen, truck drivers, etc.--

The above human resources facilitate ABE programs by providing incentives in group participation, spiritual and intellectual activities, orderliness, economic welfare, and physical adequacy. Because of the uniqueness of every community, the above suggestions are set forth to serve only as a general framework. The actual effectiveness in meeting the need for resources in ABE programs depends upon the creativeness provided by the leadership.

Types of Resources Available in "Anytown, U.S.A."

Although there are many well known and publicized resources within every community, there is no possible way to include all of the various local agencies which help to serve ABE student needs within the United States. For the convenience of the reader the better known services are listed below:

Manpower Development and Training Programs
U. S. Office of Health, Education and Welfare
Vista
Neighborhood Youth Corps
Peace Corps

Housing and Urban Development
Federal Housing Authority
Economic Development Administration
U. S. Department of Agriculture
Farmers Home Administration

Community Action Program
Cooperative Area, Manpower Planning System
U. S. Department of Interior
U. S. Department of Labor
U. S. Selective Service

U. S. Armed Forces
Social Security Administration
Federal and State Correctional Institutions
Veterans Administration
National Co-OP League

State Associations for the Blind
Employment Offices
Small Business Administration
Office of Civil Defense
Chambers of Commerce

Legal Aid Societies
Student Non-Violent Coordinating Committee
Southern Christian Leadership Conference
National Association for the Advancement of Colored People
Congress of Racial Equality

League of Women Voters
Local Health Departments
National Council of Churches
Local and state medical associations
Industrial Development Boards

Local Real Estate Boards
Better Business Bureaus
AFL-CIO Labor Unions
American Friends Service Committee
International Self-Help Housing Association, Inc.

Farm Bureaus
Educational Institutions, private and public
Local and privately sponsored credit unions
Urban Leagues
American Legion and Auxiliaries

Shriners
Alcoholics Anonymous
American Red Cross
Salvation Army
Junior League

Future Farmers of America
Family and Children's services

Various service clubs, including:

Lions club
Sertoma club
Rotary
Kiwanis
Civitan
Business & Professional Women's club
Elks club
Boy and Girl Scouts of America
Y.M. and Y.W.C.A. organizations

Although many will say that a specific organization or locally funded group was left out, it was felt that only those service agencies or organizations which were universal country-wide in synonomity should be included in a paper of this length. Many equally effective groups in each locale could have been added had time and space permitted.

Mobilization Of Community Resources

A survey conducted by the Information and Training Services of McGraw-Hill, Incorporated, states,

> "A mixed pattern of community attitude and community involvement in the needs of educationally deficient adults emerges from the survey. While there were some outstanding instances of community response to certain aspects of the problem, few programs showed evidence of strong, united local effort to approach the problems of educationally deficient adults on a broad frontal basis."[4]

Community resources in many instances are overburdened because of a limited staff and heavy case loads, therefore difficulty may be encountered in the procuring of any additional service. However, total effectiveness of the ABE program depends on the day-to-day cooperation and involvement of many of the previously listed resources.

Successful involvement of community resources in serving the needs of the disadvantages will depend on beneficial liason between the ABE program and the various resources. In addition, team effort on the part of the community as a whole must be developed to make sure that the individual may be referred to the needed service. In order to expand the use of and fully mobilize these community resources in a broad attack on the problems and needs of the ABE student, the following examples of resources and services may be considered.

Civic Clubs

Each civic club within the community promotes special projects which could be of assistance to the ABE program. The Lions Club provides eye glasses and sight conservation information. The Optimist Club sponsors day camps for boys, boys clubs and safety programs. The Rotary Club furnishes vocational information and promotes projects aimed toward understanding employer-employee relations.

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[4] Educationally Deficient Adults Their Education and Training Needs, U.S. Department of Health, Education and Welfare. (The Report of a Survey Conducted by the Information and Training Services, A Division of McGraw-Hill Inc. Washington, D.C.: U. S. Government Printing Office, 1965), p. 32.

Local Business and Industry

In cooperation with the local Chambers of Commerce business and industry makes available jobs for ABE students, participants in on-the-job training funds, facilities and materials are placed at the disposal of private and public education.

Health Services

Local health departments provide health examinations, immunizations, chest x-rays, V.D. control and health education. In addition, local medical and dental associations contribute to individual treatment and care of the ABE students under special conditions.

Government Agencies

Innumerable government agencies on the federal, state and local levels support training, welfare, legal services, veterans services, senior citizen assistance, research and demonstrations, as well as guidance in budgeting and housing programs.

The examples above were chosen at random and it should be noted that many other resources with purposes as worthy as these listed are available and willing to assist those in need.

Conclusion

The ABE leadership should become cognizant of the various federal, state, and local agencies and foundations which have funds available and are interested in supporting efforts to aid the disadvantaged. In addition, there are many private citizens, businesses, labor organizations and numerous service organizations that are willing to invest both time and money in programs of benefit to the community.

APPENDIX

INSTITUTE EVALUATION

by
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Subjective Measures

Two types of evaluative procedures were used to assess the outcomes of the 1968 Adult Basic Education Institute. The first of these procedures consisted of subjective observations made by group leaders and instructional staff. The institute director and the several discussion group leaders met periodically to discuss various aspects of the Institute, to share observations regarding strengths and weaknesses, and to identify any changes in content and process that would more adequately meet the educational needs of participants. Most of these observations, subjective as they might be, provided considerable insight into some of the problems and concerns which participants, individually and collectively were aware of, and which undoubtedly affected their learning performance.

Objective Measures

The second type of evaluative procedure consisted of more objective measures. Two kinds of "happiness" indicators were used to ascertain participant reactions to various speakers, topical areas being discussed, housing, food service, recreational facilities, program structure, classroom facilities and the like. Even though these indicators do not directly measure the amount of subject matter knowledge assimilated by participants, they often do exert considerable influence on the receptivity of participants to subject matter acquisition.

One of the happiness indicators consisted of weekly reaction forms used to assess participants' feelings toward the content and procedures of the previous week. The second such indicator was a listing of "strengths and weaknesses" identified by each learning group mid-way through the institute. This measure, being less structured than the end-of-the-week reaction forms, was of value in assessing some of the instructional and non-instructional factors that were most likely affecting desired educational ends.

A second type of objective evaluative measure was used to ascertain the extent to which certain cognitive skills and abilities were acquired during the course of the institute. A pre-test and a post-test were administered to ascertain the level of subject matter competence of participants at the beginning and at the end of the institute. The questions

used in this pre-post instrument were based upon the general educational objectives which guided the original selection of content areas to be emphasized and the identification of resource people to appear on the program.

Results and Discussion

A comparison of pre- and post-test scores indicated that 55 of the 65 persons completing both tests made some overall gain. Approximately one-half of these made substantial gains, whereas the other half made only small or modest gains. Ten of the 65 persons showed no change or a modest negative change from the pre- to post-test measure.

Several factors likely influenced the results attained. At least two learning groups completed the post-test as a group, whereas the pre-tests were completed by individual participants. Thus, the group decision on the "correct" answer(s) may have helped some people do better than what they would have done as an individual; likewise, they may have not done as well by conforming to the group decision than if they had exercised their own judgement. A second, and more important, factor which was evident to Institute staff was that a significant number of individuals used the pre-test as a referent in the types of information they purposefully sought out during the course of the Institute. These people were observed seeking out the answers to these and other questions via independent study, by review of library and reference materials, and by approaching staff and experienced participants. It is likely that one of the major effects of the pre-test was that it helped guide the self-instructional activities of a number of participants who needed no other forms of external motivation to improve their personal competence.

Since neither the "happiness" indicators nor the pre-post measures are validated instruments, they cannot be conclusively cited as evidences of Institute success or failure. They do suggest however, that such non-instructional factors as food and housing services do materially affect the "learning set" of participants. They further suggest that more consideration be given in future institutes to the teaching of mathematics and that more opportunity be given for skill development and back-home application of the subject matter areas presented by resource persons.

Examples of questions included in the happiness indicator and in the pre-post test follow.

SAMPLE QUESTIONS FROM THE "HAPPINESS" INDICATORS

1. Listed below are the presentations that were made during the first week of the Institute. Please indicate your reaction to each one by circling the appropriate number.

Topic 6—Testing and Evaluation (Dr. Smith)

Content		Presentation	
Highly Useful	1	Excellent	1
Useful	2	Good	2
Of Little Use	3	Fair	3
Of No Use	4	Poor	4

Comments and/or suggestions for improving the content of the presentation.

_____

_____

8. Please indicate your evaluation of the following:

1) Visit to CAI Center

Usefulness		Emphasis	
Highly Useful	1	Should be given much more emphasis	1
Useful	2	Should be given somewhat more emphasis	2
Of Little Use	3	Emphasis was adequate	3
Of No Use	4	Too much emphasis	4

16. List any additional subjects which you believe should have been included in this year's program, or which should be included in the program for next year.
1.

2.

3.

21. To what extent have you had the opportunity to share your ideas and experiences with other Institute participants? Circle appropriate number on scale below.

None		Little			Some			Much		Great Extent
0	1	2	3	4	5	6	7	8	9	10

22. To what extent could the methods and techniques used in the Institute be of use to you in your local ABE program? Circle appropriate number on scale below.

None		Little			Some			Much		Great Extent
0	1	2	3	4	5	6	7	8	9	10

24. Please comment on items listed and add additional items if desired:

c. Services (maid, telephone, messages, parking, etc.)_____
_____
_____

SAMPLE QUESTIONS FROM THE PRE-POST TEST INSTRUMENT

5. A test devised especially for appraising the reading ability of adults is the

_____(a) Metropolitan
_____(b) ABLE
_____(c) Stanford
_____(d) Gray-Votaw-Rogers

16. Undereducated adults

_____(a) Have a realistic interpretation of their ability.
_____(b) Are likely to overestimate their abilities
_____(c) Are likely to underestimate their abilities

19. At the instructional level, the student knows what percentage of the running words?

_____(a) 75
_____(b) 80
_____(c) 90
_____(d) 95

23. In establishing a community ABE program, the following agencies could serve as important informational sources:

_____(a) Public schools
_____(b) County health department
_____(c) Welfare agencies
_____(d) Employment service
_____(e) Cooperative Extension Service

26. To identify the training needs of teachers in ABE:

_____(a) An appropriate research design must be developed and a professional research staff utilized
_____(b) The ABE student should be the basic source of data
_____(c) The U.S. Office of Education should be consulted
_____(d) Data should be collected to reflect the specific needs of the teachers in your program
_____(e) The literature and research can provide the data on needs

30. Programmed instruction is best used to teach

_____(a) Specific skills
_____(b) General knowledge
_____(c) Phonics
_____(d) Comprehension

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LIST OF PUBLISHERS OF INSTRUCTIONAL MATERIALS FOR ADULTS

KEY
(Symbols indicate type of materials available)
R - Reading
HW - Handwriting
M - Mathematics
Sc - Science
H - History
H&S - Health & Safety
Sp - Spelling

Addison-Wesley Publishing Co., Inc.
Reading, Mass. 01867
R

American Book Co.
Lancaster, Texas
HW

Appleton-Century-Crofts, Inc.
35 West 32nd St.
New York 1, New York
R

Behavioral Research Laboratories
Box 577
Palo Alto, California 94302
R M H&S

Bureau of Publications
Teachers College
Columbia University Press
525 West 125th Street
New York 19, New York
R

Charles E. Merrill Co.
1300 Alum Creek Drive
Columbus 16, Ohio
R

D. C. Heath and Co.
225 Columbus Avenue
Boston 16, Mass.
R

Reader's Digest Services, Inc.
Educational Division
Pleasantville, New York
R Sc

Follett Publishing Co.
1010 West Washington Blvd.
Chicago 7, Ill. 60607
R M H

Globe Book Co.
175 Fifth Avenue
New York 10, New York
R

Harcourt, Brace & World
757 Third Avenue
New York 17, New York
R

Harr Wagner Publishing Co.
609 Mission St.
San Francisco 5, California
R HW

Holt, Rinehart & Winston, Inc.
383 Madison Avenue
New York, New York 10017
R Sc

Noble & Noble Publishers, Inc.
67 Irving Place
New York 3, New York
R HW

J. B. Lippincott Co.
East Washington Square
Philadelphia 5, Pennsylvania
R

Lyons & Carnahan
407 East 25th Street
Chicago, Ill. 60616
R

Regents Publishing Co.
200 Park Avenue, South
New York 3, New York
R

Science Research Associates
259 East Erie Street
Chicago 11, Illinois
R Sp

Silver Burdett Co.
Park Avenue & Columbia Road
Morristown, New Jersey 07960
R H

Steck-Vaughn Co.
Austin 61, Texas
R HW Sc H

Macmillan Co.
School Dept.
866 Third Avenue
New York, New York 10022
R

McGraw-Hill Book Co.
330 West 42nd Street
New York, New York 10036
R M

McGraw-Hill Book Co.
Webster Division
680 Forest Road N.E.
Atlanta, Georgia 30312
R

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